

# INSPECTION REPORT

## **ST. RUMON'S CE VC INFANTS SCHOOL**

Tavistock

LEA area: Devon

Unique reference number: 113420

Headteacher: Mrs M Long

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 25<sup>th</sup> - 26<sup>th</sup> September 2000

Inspection number: 225227

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Dolvin Road Tavistock Devon
Postcode:	PL19 9EA
Telephone number:	01822 612085
Fax number:	01822 612085
Appropriate authority:	Governing Body
Name of chair of governors:	Reverend J Rawlings
Date of previous inspection:	1 <sup>st</sup> - 5 <sup>th</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Rumon's Church of England Voluntary Controlled Infants School is situated close to the centre of Tavistock and has a long established place in the history of the town. There are currently 131 pupils on roll (150 with the January 2001 Reception class intake) taught in five classes by six teachers, one of whom is the headteacher. Nearly all of the pupils come from white ethnic backgrounds. Children entering the school show average attainment in language and literacy and mathematical development. Fifteen pupils (11 per cent) are registered as having special educational needs (below the national average) and three of these pupils have Statements of Special Educational Need. At seven per cent, the number of pupils eligible for free school meals is also below the national average. The school is part of a national initiative for the initial training of teachers in schools identified as being outstanding. During the present academic year three students will receive training in the school.

### **HOW GOOD THE SCHOOL IS**

This is a very good school where strong leadership and management and highly effective teamwork result in very good teaching overall that ensures the pupils attain high standards. The school provides very good value for money.

#### **What the school does well**

- The headteacher provides strong and enthusiastic leadership for the school, is well supported by the governors, and the staff work together as a highly effective team.
- The majority of teaching is very good and pupils therefore make very good progress and attain high standards in reading, writing and mathematics.
- Pupils behave very well and develop responsible, sensitive and caring attitudes.
- There is a very strong partnership between the school, the parents and the local community.
- The school has very effective procedures for rewarding and encouraging pupils' achievements.

#### **What could be improved**

- Governors are well informed and involved but do not have a formalised and systematic method of gauging the school's overall effectiveness.
- Teaching in one class is unsatisfactory.
- Targets set within the individual education plans for pupils with special educational needs are sometimes not precise enough.
- Lessons do not always start punctually.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since its last inspection in July 1996 the school has improved at a very good rate. Many improvements have been made to the buildings and the resources for information and communication technology have been significantly upgraded. The key issues for action from the last inspection have been fully addressed. The leadership and management have ensured that the school has kept pace with developments in such a way that it is able to provide very good teaching and maintain the high standards attained when pupils leave the school.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A*	A	A*	A*
Writing	A*	A*	A*	A*
Mathematics	A*	A	A*	A*

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average    E

A\* indicates that the school's performance is within the highest five per cent of schools nationally.

By the time they are seven years old, pupils attain high standards in reading, writing and mathematics in comparison with schools nationally and also when compared to other similar schools. These high standards have been maintained over recent years with a trend of improvement in pupils' performance that is in line with the overall trend of improvement nationally. End of Key Stage 1 national tests for 2000 show that the high level of performance in reading, writing and mathematics has been sustained. The evidence of pupils' work seen confirms these high standards, with Year 2 pupils demonstrating well above average attainment in reading and writing. Pupils complete expressive and well constructed pieces of writing that are correctly punctuated and neatly written. Similarly, pupils show high standards in numeracy work, rapidly recalling number facts and applying their mathematical knowledge in a wide range of situations. A small sample of science work seen during the inspection indicates that pupils work well in this subject. The school sets appropriately challenging targets for pupils' performance and is successful in meeting these targets. Generally, pupils make very good progress as they move through the school and are achieving their full potential by the end of Key Stage 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and confident. They develop sensitive and caring attitudes.
Behaviour, in and out of classrooms	Pupils are friendly, polite and very well behaved.
Personal development and relationships	Pupils relate very well to each other and their teachers and carry out tasks they are given in a responsible manner.
Attendance	Satisfactory. Pupils enjoy coming to school. Lessons do not always start punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	-

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During the inspection, 53 per cent of the lessons observed were very good, 21 per cent were good, 11 per cent were satisfactory and 16 per cent (three lessons) were unsatisfactory. Overall, teaching is very good throughout the school. Teachers plan their lessons very effectively so that work is matched precisely to pupils' attainment levels. Pupils of all levels of attainment are catered for very well. High expectations are generally set for pupils' achievement and, as a result, pupils' learning progresses at a very good rate. Pupils' learning is also accelerated because teachers provide strong encouragement for all individuals that helps them to work with confidence and enthusiasm. Teachers generally show confident subject knowledge in teaching reading, writing and mathematics, with particularly effective teaching of spelling observed. The National Literacy and Numeracy Strategies have been successfully incorporated into the school's English and mathematics teaching programmes. Over the two days of this inspection, three unsatisfactory lessons were observed in one class. In these lessons the teachers' expectations were unclear, pupils did not always understand the purpose of the work and progress in their learning was too slow.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides a wide range of interesting activities for the pupils. It meets all statutory requirements and makes full provision for religious education. The curriculum is carefully planned to cater for pupils from all backgrounds and attainment levels.
Provision for pupils with special educational needs	The school provides effective support for pupils with special educational needs, but targets set within individual education plans for these pupils are not precise enough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	These areas are well promoted. The school has a strong moral code to which pupils respond positively. Particularly effective encouragement is given to ensure that pupils demonstrate sensitive and caring attitudes towards others and the world around them.
How well the school cares for its pupils	The school caters very sensitively for the needs of pupils from all backgrounds and levels of attainment. Appropriate systems exist for child protection and to ensure that pupils' welfare, health and safety are carefully promoted. Very effective procedures are in place to reward pupils' achievements.

A very strong partnership is maintained between the school and the parents and many opportunities are provided for parents to become actively involved in the life of the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and enthusiastic leadership. She is very effectively supported by her senior management team. All staff work together as a very effective team
How well the governors fulfil their responsibilities	The governors are fully informed about and involved in the management of the school. They provide strong support for the work of the headteacher and staff.
The school's evaluation of its performance	The headteacher has established clear and effective systems for monitoring and evaluating the teaching and learning and the curriculum. Governors visit the school frequently but have no formalised and systematic methods to aid them in judging the school's effectiveness.
The strategic use of resources	The school manages its finances prudently and maximises the use of all available resources. Care is taken to ensure that all spending gives the best value in terms of promoting the pupils' quality of education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Views expressed at the parents' meeting, in the parent questionnaires and in letters written to the registered inspector indicate that the vast majority of parents have a very high regard for the school and the work of the headteacher and staff. In particular parents felt:</p> <ul style="list-style-type: none"> <li>• The teaching is good.</li> <li>• The school expects the pupils to work hard.</li> <li>• The school is well led and managed.</li> <li>• Staff are very approachable.</li> <li>• The school helps the pupils to become more mature.</li> <li>• Pupils' behaviour is very good.</li> </ul>	<p>A small minority of parents feel that:</p> <ul style="list-style-type: none"> <li>• Not enough information is provided about pupils' progress.</li> <li>• Homework provided is not always appropriate.</li> <li>• The school does not provide a sufficient range of extra-curricular activities.</li> </ul>

Inspectors agree with the very positive views expressed by the parents. Evidence from the inspection shows that the school is pro-active in ensuring that parents are suitably informed about all aspects of their children's progress. Also, in the view of the inspection team, suitable homework is provided for the pupils and, compared to other schools of this type and size, good provision is made for extra-curricular activities.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher provides strong and enthusiastic leadership for the school and the staff work together as a highly effective team.**

1. The headteacher is a strong and very effective leader who has a clear insight into the areas that are most important in providing a high quality of education for the pupils. She demonstrates a great deal of enthusiasm for all aspects of the school's work and this enthusiasm is passed on to all of those who are employed in the school. As a result, staff and pupils work with much motivation and this in turn generates an energetic, busy, happy and caring atmosphere throughout the school. The headteacher is a very good communicator and ensures that governors, parents and staff are always kept up-to-date and fully informed. This process is enabled through regular newsletters to the parents, detailed reports to the governing body, regular staff meetings, daily meetings of the senior management team and a great deal of informal dialogue. Through her commitment towards teaching all classes each week, the headteacher leads the staff by example, knows all individual pupils well and maintains a clear view of the standards achieved within each class. In addition, her observations of lessons and regular scrutiny of samples of pupils' work throughout the school help to maintain a clear view of the quality of teaching and learning.
2. A major strength of the headteacher's leadership is the way that she has ensured the involvement of all relevant parties in the management of the school. For example, parents' views are regularly surveyed and a response given to the views expressed. In addition, where appropriate, these views are usefully considered in relation to the school improvement plan. Similarly, all staff and governors are fully involved in the construction and implementation of the plan. The roles and responsibilities in the school are carefully delegated by the headteacher and the current senior management team work extremely effectively together. Together they share many of the main areas of decision making and ensure that all colleagues are kept well informed. The constant sharing of information and close liaison between members of staff mean that they work together as a highly effective team. It is this strong teamwork plus the strong support from the governors and parents that has enabled the headteacher and staff to maintain school improvement at a very good rate and to sustain the high standards achieved by the pupils.

**The majority of teaching is very good and pupils therefore make very good progress and attain high standards in reading, writing and mathematics.**

3. Teachers plan their lessons very effectively so that work is matched precisely to pupils' attainment levels. They liaise closely together to ensure that planning is as efficient as possible in terms of ensuring full coverage and they usefully compare styles of teaching and methods of presentation. Teachers use a range of imaginative ideas and strategies to engage pupils' interest. In the

Reception/Year 1 classes for example, the teachers make excellent use of soft toys such as 'Elmer' the Elephant to feature as characters within class activities. Pupils talk excitedly about Elmer's exploits and send interesting letters to him that show a good standard of writing. Similarly, the use of the 'Jiggly Bird' soft toy during science and English work in Year 2 produces enthusiastic responses from the pupils and a very good standard of written work results. Soft toys were also an integral part of a numeracy lesson observed for Reception/Year 1 pupils and helped the pupils to fully consolidate their counting skills. These strategies adopted by the teachers show that the teachers concerned have a very well developed understanding of how young children learn through constant reinforcement and consolidation in real life and role play situations. Working in this way, the Reception/Year 1 class teachers demonstrate a particularly effective approach towards blending the new 'Early Learning Goals' curriculum alongside the content of the literacy and numeracy strategies.

4. Pupils of all levels of attainment and all backgrounds are catered for very well. High expectations are generally set for pupils' achievement and, as a result, pupils' learning progresses at a very good rate. This was seen in a 'Reading Recovery' session for a Year 2 pupil where the teacher provided a very good 20 minute intensive session packed with activities that accelerated the individual's reading, phonic building and writing skills. Similarly, in a spelling session for higher attaining Year 2 pupils, the teacher worked the pupils at an intensive pace in a well delivered dictation exercise using the words that they had suitably revised for homework. Pupils' learning is also accelerated because teachers provide strong encouragement for all individuals that helps them to work with confidence and enthusiasm. This is made possible because teachers have very good relationships with the pupils. Teachers generally show confident subject knowledge in teaching reading, writing and mathematics, with particularly effective teaching of spelling observed. The National Literacy and Numeracy Strategies have been successfully incorporated into the school's English and mathematics teaching programmes. However, while teachers have skilfully integrated the work of the Literacy and Numeracy frameworks into their planning for lessons, occasionally objectives for the lessons are not made as clear as they could be for the pupils and plenary sessions are not always utilised to the full.
5. The imaginative and diverse range of strategies in use by the teachers are strong factors in helping pupils progress rapidly with their learning as they move through the school. Baseline assessment shows that children attain average levels in language and literacy and mathematical understanding on entry to the school. After only a few weeks in school, due to the very good teaching they receive, the children are gaining a solid grounding in counting to 10, understanding how to match numbers to quantities and understanding how to make simple graphs to show different amounts of items counted. They are beginning to acquire a good vocabulary in discussions and already understand the use of upper and lower case letters and how titles are used in stories. By Year 2, pupils have made very good progress and have a well above average ability with handling numbers. The great majority recall simple number facts swiftly, read four-digit numbers accurately and have a sound understanding of place value to one thousand. Pupils read at an above average level and are

able to recount in detail the stories they have previously read. Their written work is very neatly presented in joined writing, the accounts are often interesting and imaginative and the spelling and punctuation are of a very good standard.

6. Homework is used well to support the work in the classroom. For example, Reception children are assigned the homework task of learning to do up and undo the buttons on their clothes (in readiness for changing their clothes at the start and end of physical education lessons). Meanwhile in Year 2, a spelling practice book is sent home that very usefully advises parents on how to help with the work and how it will be pursued through dictation exercises in school.

**Pupils behave very well and develop responsible, sensitive and caring attitudes.**

7. During lesson observations, at break-times, at the beginning of the day and at home time pupils' behaviour is very good. This is because the staff generally set high expectations for pupils' behaviour and consistently promote the school's behaviour code. Pupils respond positively to the code of behaviour and show sensitive and caring attitudes towards each other. At playtimes pupils play very happily together and no instances of anti-social behaviour were observed during the inspection. Pupils are keen to help and conscientiously carry out responsible tasks around the school - such as the monitors who visit classes to announce 'today's lunch menu'. Other pupils efficiently assist the process of clearing up in the hall after lunch has finished. During lessons, pupils concentrate very well, often for sustained periods and listen politely to each other and their teachers. Pupils become thoroughly involved in class projects, responding positively to interesting assignments set by their teachers and working with enthusiasm. For example, Year 2 pupils excitedly discussed the different approaches they could make to investigating, measuring and recording the melting 'giant's teardrops' - large ice balls provided by the teacher. Pupils often collaborate effectively with each other and usually work responsibly in groups. Many Year 2 pupils show a responsible attitude towards getting on with work independently.

**There is a very strong partnership between the school, the parents and the local community.**

8. Views expressed via the parents' questionnaires submitted, comments made during the pre-inspection parents' meeting and letters written to the registered inspector show that the great majority of parents have a very high regard for the school and the work of the staff. Parents clearly feel that staff are very approachable and therefore feel comfortable offering their support to assist in school activities. During the inspection, many parents were observed assisting in the classrooms - listening to pupils read or supporting practical activities. The school goes to great lengths to involve parents in their children's education with a wide range of opportunities laid on for them to come into school and observe activities and meet the teachers. These opportunities include: a 'family day' once each half term to enable parents to come in and watch lessons; a 'family service' assembly each week, a regular 'chat club/sharing club' for parents

chaired by a governor, literacy and numeracy workshop meetings, an annual science fair, an annual physical education day and a 'family read session' held each Friday to enable parents to come in to school and enjoy the books with their children. These activities provide parents with a strong insight into the work carried out in the school and go a long way along the path of involving parents in their children's education and further supporting pupils' attainment and progress.

9. Via regular newsletters, parents are kept very well informed about school events and the work that teachers intend to cover over the term. The school very usefully provides detailed written reports about pupils' progress along with a meeting for the teachers and parents well in advance of the end of the school year, thereby giving every opportunity to review targets for progress before the academic year is completed.
10. Close links are maintained with local play group and nursery facilities as well as the junior school to which most pupils go when they leave the school. The school has a long-established and close relationship with the local community with pupils singing or dancing at charity events and entertaining senior citizens locally. A very good example of links with the community was recently demonstrated when a class of pupils wrote to the town council expressing their concern about the lack of maintenance of a piece of land near the school. This resulted in the council taking action and awarding the school guardianship of the piece of land involved. Such involvement fully develops pupils' social awareness and appreciation of the local environment.

**The school has very effective procedures for rewarding and encouraging pupils' achievements.**

11. The ethos of the school carefully nurtures pupils' confidence and will to succeed. Pupils respond very positively to the systems that the school has established to encourage good academic performance, good behaviour, thoughtfulness and personal development. In nearly all of the lessons observed teachers provide strong encouragement through praising pupils' efforts. However, the praise provided is also usefully accompanied by suggestions for further improvement. Each class has a well-organised system for recording pupils' achievements and awarding stickers and badges as appropriate. Pupils are very proud of receiving these commendations and are clearly very motivated to succeed in the future. Further strong encouragement is provided during the once-a-week family service where certificates and awards are also given out to further celebrate pupils' achievements. The reward systems spread usefully into all of the school's activities including lunch-times and break-times, with all staff being suitably involved in encouraging pupils in this way. In addition, very good procedures are in place for providing Year 1 and 2 pupils with on-going targets in English and mathematics - using individual pupil target cards. This simple yet effective procedure gives each pupil a clear short term 'goal' that once again encourages them to work hard to improve their performance.

**WHAT COULD BE IMPROVED**

**Governors are well informed and involved but do not have a formalised and systematic method of gauging the school's overall effectiveness.**

12. Governors provide very strong support for the work of the headteacher and staff and are well informed about and actively involved in the management of the school. Individual governors visit the school on a regular basis and they receive full reports from the headteacher at their meetings. All governors have appropriate roles and responsibilities and the 'Governor of the month' system is a useful means of providing governors with a close up overview of the activities taking place in the school. However, no formalised and systematic procedures or policy are in place to guide governors in their role of gauging the school's overall effectiveness and, as a result, their overview of the school's operation is not as secure as it could be.

**Teaching in one class is unsatisfactory.**

13. Over the two days of this inspection, three unsatisfactory lessons were observed in one class. In these lessons, the teacher's expectations of the pupils were unclear, pupils did not always understand the purpose of the work and progress in their learning was too slow. Objectives within the lesson plans were not always fulfilled, the style of presentation ran at too slow a pace and did not sufficiently engage the participation of all pupils and, as a result, pupils lost their concentration and became restless. Discussions with the teacher indicate that, at the beginning of the year, she moved from teaching another class with a different age group structure and is still encountering difficulty adjusting to teaching this particular class. Samples of work seen verify that the work of this teacher is normally of an at least satisfactory standard and that the unsatisfactory lessons observed were partly due to over-anxiety on the part of the teacher during the period of the inspection.

**Targets set within the individual education plans for pupils with special educational needs are sometimes not precise enough.**

14. The school has effective procedures in place to support pupils with special educational needs. Individual records of pupils' progress are carefully maintained and show clear detail of the close liaison with all parties concerned in the support provision. Samples of work from pupils with Statements of Special Educational Need indicate that pupils receive much effective support enabling them to make very good progress. Individual education plans are written for pupils and regularly reviewed. However, the targets set within these plans are sometimes imprecise and do not always specify clearly enough what it is intended that the pupil should learn over a particular period of time.

**Lessons do not always start punctually.**

15. Pupils are enthusiastic and keen to start their lessons. However, on one occasion during the inspection, break-time overran substantially and more than a

quarter of an hour was lost at the start of the next lesson.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

16. To continue the school's current success, the staff and governors should now:

- Provide formalised and systematic procedures for the governors to assist them in the process of gauging the school's overall effectiveness.
- Improve the quality of teaching in the class where unsatisfactory teaching was observed by ensuring that:
  - lessons are planned to engage the participation of all pupils;
  - pupils are given a clear understanding of what they are expected to learn;
  - all activities are clearly explained so that pupils know exactly what to do.
- Ensure that all individual education plans written for pupils with special educational needs have clearly defined targets that specify precisely what each individual pupil is expected to achieve within a specific period of time.
- Review the school's current systems to ensure that all lessons start punctually.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	53	21	11	16	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	*150
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.  
intake

\* Including the January 2002 Reception class

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	4.9
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### **Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	16	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	28	29
	Girls	16	15	16
	Total	45	43	45
Percentage of pupils at NC level 2 or above	School	100 (100)	96 (98)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	29
	Girls	16	16	16
	Total	45	45	45
Percentage of pupils at NC level 2 or above	School	100 (Not available)	100 *(Not available)	100 (Not available)
	National	82 (81)	86 (85)	87 (86)

*Percentages in brackets refer to the year before the latest reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	129
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Year 2**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.8
Average class size	26.2

#### **Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-

Total number of education support staff	-
Total aggregate hours worked per week	-

Number of pupils per FTE adult	-
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	236610
Total expenditure	236115
Expenditure per pupil	1575
Balance brought forward from previous year	952
Balance carried forward to next year	1447

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	125

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	1	0
My child is making good progress in school.	73	23	1	0	3
Behaviour in the school is good.	74	22	2	0	3
My child gets the right amount of work to do at home.	48	44	6	2	1
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	60	31	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	2	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	74	24	1	1	1
The school is well led and managed.	84	15	1	0	0
The school is helping my child become mature and responsible.	77	21	2	0	1
The school provides an interesting range of activities outside lessons.	54	34	5	1	6